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ABSTRACT

This manual contains a description of the procedures to be used when administering the Nevada High School Proficiency Examination in mathematics, reading, and writing. Test administrators should read and understand these instructions thoroughly before testing sessions. The parts are: (1) "General Instructions"; (2) "Instructions for Recording Demographic Data on Side One of the Students' Answer Sheets"; (3) "Mathematics Testing Instructions"; (4) "Reading Testing Instructions"; and (5) "Writing Testing Instructions." Six appendixes contain a school and district code list, answer sheet edit procedures, testing instructions for students with disabilities and English language learners, scoring instructions, and special instructions for the October test administration. An addendum is included. (SLD)

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ED 445 020

1999-2000 Nevada High School Proficiency Examinations

in

Mathematics, Reading and Writing

M.L. Peterson

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PART 1

GENERAL INSTRUCTIONS

This manual contains a description of the procedures to be used when administering the Nevada High School Proficiency Examination in mathematics, reading and writing. Test administrators should make sure that they read and understand these instructions thoroughly before testing sessions. Adherence to these procedures and instructions will ensure that students have uniformly favorable testing conditions.

ADMINISTRATORS' DUTIES

The test administrators' primary responsibilities are to

- ensure that test materials are stored in a secure location and all security requirements are observed.
- make sure that all students understand and follow the instructions.
- administer the tests in a disturbance-free environment that enables each student to do as well as possible.
- conduct the edit checks listed in this manual.
- return the answer sheets, reading and mathematics tests, writing instructions and topics, and administration manuals to the principal's office after testing.

TESTING MATERIALS

- This *Administration Manual*
- Reading and/or mathematics examination booklets, and/or copies of the writing instructions and examination topics, as appropriate.
- Answer sheets. Each student will use only one **blue** answer sheet for the mathematics and reading exam. Each student will use only one **plum** answer sheet for the writing exam.
- A supply of No. 2 pencils with erasers for students who do not have them or who break their pencil leads.
- Scratch paper.
- A reliable watch or clock.

TEST SECURITY

Nevada statutes specifically prohibit the disclosure of the content of examinations used in the Nevada Proficiency Examination Program except when required in specific circumstances. Test sessions for the same type of test - reading or mathematics - should be scheduled so that no student can get test information from another who has already taken the test.

The following steps should be taken to safeguard the security of materials required for the administration of the Nevada High School Proficiency Examination Program. The word "Administrator," when capitalized, refers to the individual who has accepted responsibility for the proper administration of Nevada proficiency examinations in the school and has signed the *Principal Assurance* form.

1. All individuals involved in the administration of proficiency examinations should be familiar with the general instructions regarding preparation for testing, handling test materials, and test security contained in the *Test Security Procedures for Nevada Proficiency Examinations Manual* and in this manual for the administration of the High School Proficiency Examinations.

2. Locked secure storage must be provided for all restricted test materials - test booklets, answer keys and completed answer sheets - while the materials are on site.

3. The locked room or file cabinet used for the storage of materials required for the Nevada Proficiency Examination Program should not be used for the storage of other materials for which individuals other than the Administrator require access.

4. The Administrator should not leave the key to the locked storage area in a readily accessible location to others.

5. Under no circumstances shall copies of test booklets, marked answer sheets, or answer keys be circulated among faculty, administrators or other persons.

6. Examinations are not to be distributed to those who will administer the test until the prescribed date for test administration.

7. When not in secure storage, tests are not to be left.

8. On completion of testing, all materials are to be returned to the Administrator no later than the end of the school day on which the test(s) is/are administered.

9. Students should bring no writing materials to the test session. All required materials - #2 pencils, test booklets, answer sheets and scratch paper - should be provided at the testing location. These materials should be collected from each student before he/she is allowed to leave the test room.

10. Sufficient proctors should be provided at the testing site to adequately supervise the testing. At no time should students be left unattended during testing.

11. Examination booklets are **not** to be copied by any means without the prior authorization of the Standards, Curricula and Assessment Office.

PLANNING AND ADMINISTRATION

Because testing environments can affect students' scores, the following guidelines are provided for planning favorable testing environments.

Size of Testing Sessions. The sizes of sessions are at the districts' discretion, but smaller testing sessions (approximately 30 students) are recommended.

The Room. Consider student comfort. Try to use a room that is free from distractions and has adequate light, ventilation, and heating or air conditioning.

Seating. Seating should be arranged to minimize the possibility of students communicating with each other either verbally or visually. Each student should be provided with ample work space in which to use a test, scratch paper, and an answer sheet.

When to Test. Within each district, all tests of the same type--reading or mathematics--should be administered on a schedule that makes it impossible for students who have not taken the test to learn about the test content before they take it.

Fatigue. Many students score poorly if they are required to take more than one test section at a time without breaks. Thus, if more than one test section is to be given at a session, a 5-10 minute break between sections is recommended.

Personnel. The examination should be administered by one person in each testing room with the help of as many assistants as necessary. There should be at least one assistant (proctor) in addition to the individual administering the test in each testing room. If the test is being administered in large groups, **at least** one proctor should be provided for every group of 30 students.

A briefing session should be held for assistants before testing to review these instructions and the assistants' duties, such as distributing and collecting materials, assisting students in marking the demographic information on the answer sheet, **checking to make sure that each student is working on the appropriate part of the test and marking answers in the proper section of the answer sheet**.

Helping Students. The test administrator should maintain an impartial and professional attitude. In no case should students be given help with the test. However, testing procedures should be made clear. Any questions about procedures for marking or correcting answer sheets should be answered by repeating or paraphrasing the appropriate sections of the instructions. If a student should ask a question about the test content or the choice of a response, useful and permissible replies include: "Follow the instructions that you were given," "Choose the best answer," and "Do your best."

Cheating. Any instances of cheating should be handled in the least disruptive manner consistent with district and school policies. Answer sheets for students who cheat should be submitted with notes of explanation attached to them. Students who cheat will receive a failing score and will be referred to the district testing director for further appropriate action.

Students Who Finish Early. Prior to testing, advise students to bring books or other reading materials to occupy their time if they finish early. These materials should not be on students' desks while they are taking tests. While reading is a permissible activity, **writing should not be permitted** in order to dissuade students from making notes about the test content while the material is still fresh in their memory or communicating correct answers to students who have not yet finished the test.

No calculators, books, dictionaries, thesauruses, notes, or other aids should be accessible to students during High School Proficiency Exam testing, with the exception of students whose IEPs clearly state the need for a calculator.

It is the intent of the HSPE that students not be allowed to talk with each other about the test(s). Students must not be allowed the opportunity to discuss the test with anyone. Please plan your administration schedule accordingly.

FOR INFORMATION ON TESTING STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICES, PLEASE SEE APPENDIX C.

FOR INFORMATION ON TESTING STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS, PLEASE SEE APPENDIX D.

TIME REQUIREMENTS

The HSPE is intended to be a measure of student proficiency, rather than speed. Students who are working productively should be given as much time as needed to complete the test.

Individual districts will need to provide a specific timeline that meets the needs of your particular situation, but all students who are working productively should be allowed to complete the test.

Almost all students will complete the math and reading examinations within 120 minutes and the writing examination within 90 minutes.

PART 2

INSTRUCTIONS FOR RECORDING DEMOGRAPHIC DATA ON SIDE ONE OF THE STUDENTS' ANSWER SHEETS

IMPORTANT: For the October administration of the mathematics and reading tests only, special instructions are provided in Appendix F for coding test form numbers and letters. These instructions should be inserted after instructions for filling out the FORM block.

Before taking the test, students must fill in the demographic information required on the first side of their answer sheets.

If your district has filled in the demographic data on the first side of the student's answer sheet by computer, please follow any special instructions it may have provided. Then proceed to the appropriate section of this manual for test instructions.

If your district has not already marked the blocks labeled TC (Testing Conditions) and POP (Population), the information should be obtained from and completed by authorized school personnel, i.e., special education, school counselors, to indicate IEP, ELL (LEP), 504, Migrant (MIG) or Free and Reduced Lunch (FRL) students. Please see Appendix B for additional coding information.

For the purposes of these tests, academically talented students should be considered regular students rather than special education students.

Complete instructions for filling in the demographic data sections on Side 1 of students' answer sheets are given on the following pages. They should be followed exactly. Material to be read aloud to the students is printed in dark type and is preceded by the word SAY. All other information is for the examiner and should not be read to the students.

Before reading the directions to students, note your district number and school number in Appendix A so you will have them available for marking answer sheets. NOTE: These numbers may have changed since last year. Please check carefully. Also, note the FORM NUMBER on test booklets and instructions your district has provided for filling out the STUDENT NUMBER block. *(For **October testing only**, please refer to separate SPECIAL CODE ADDENDUM in Appendix F.)*

When all students are quietly seated with No. 2 pencils, erasers, and scratch paper:

SAY **As you know, you are here to take the Nevada High School Proficiency Examination. I will now pass out answer sheets. Please DO NOT make any marks on your answer sheet until I tell you to do so. If you have any questions as we go through the instructions, please raise your hand.**

Distribute the answer sheets.

SAY **You have been given an answer sheet on which you will be filling in your name and other information that is necessary for reporting purposes. Incorrect information in this section may result in your not getting credit for passing these tests. Please follow the instructions as I read them to you. Do not move ahead to a new section until I have read the instructions for that section and told you to proceed. Are there any questions?** (Pause)

NAME Blocks:

SAY **Locate the blocks labeled LAST NAME, FIRST NAME AND MI which are at the top of the first side of your answer sheet. (Hold up a sample answer sheet and point to these blocks.)**

Starting with the box on the left, print one letter of your last name in each box. If your last name has more than the 12 letters for which boxes are provided, print only as many letters as there are boxes. In the spaces labeled FIRST NAME, print one letter of your first name in each box beginning with the leftmost box in this section. If there are not enough boxes, print only as many letters of your first name as there are boxes. In the space labeled MI, print your middle initial. If you do not have a middle name, do not print anything in this space.

Pause to allow students time to fill in this information.

SAY **Each box has a column of bubbles containing letters below it. Darken in the bubble in the first column that has the same letter as the first letter of your last name. Repeat the process for each of the other letters in your name. Mark only one bubble in each column. If a last name contains a blank, dash, hyphen, apostrophe, or other non-alphabetical character, the blank bubble at the top of that column should be filled in. Completely erase any incorrect marks. Be careful not to make any other marks. Are there any questions? (Pause.) You may now darken the appropriate bubbles.**

Pause. Check to make sure that each student is filling in the circles correctly.

DISTRICT NUMBER (DIST #) Block:
(Note: Please check. These may have changed for your district.)

SAY **Locate the block labeled DIST # (DISTRICT NUMBER), which is at the lower left on your answer sheet.** (Hold up a sample answer sheet and point to the correct block.)
In the boxes at the top of this block, write the number _____, using one digit per box. (Pause.)

Next, under each box, you will find a column of bubbles with numbers in them. Darken the bubble in each column that has the same number in it that you wrote in the box directly above. (Pause.)

SCHOOL NUMBER (SCHOOL #) Block:

SAY **Locate the block labeled SCHOOL # (SCHOOL NUMBER), which is here on your answer sheet.** (Hold up a sample answer sheet and point to the appropriate block.)

In the boxes at the top of this block, write the number _____, using one digit per box. (Pause.)

Next, under each box, you will find a column of bubbles with numbers in them. Darken the bubble in each column that has the same number in it that you wrote in the box directly above. (Pause. Check to make sure that each student is filling in the circles correctly.)

STUDENT NUMBER Block (*Required by scoring program*):

If your district uses social security numbers as student numbers, follow the script provided below. If not, follow any instructions your district has provided for filling out the STUDENT NUMBER block. If the student numbers used in your district contain fewer than nine digits, the number ***must be left justified.*** *If a student does not have an assigned student number, the student may enter his/her social security number, or the space may be left blank.*

SAY **Locate the block labeled STUDENT NUMBER, which is located near the center of the bottom of the page.** (Hold up a sample answer sheet and point to the STUDENT NUMBER box.)

Starting with the box on the left side, print one number of your social security number in each box. Do not add dashes or leave spaces between series of numbers.

Pause to allow students time to fill in this information.

SAY **Each box has a column of bubbles below it. Darken in the bubble in the first column that has the same number as the first number of your social security number. Repeat the process for each of the other numbers in your social security number. Mark only one bubble in each column. Completely erase any incorrect marks. Be careful not to make any other marks. Are there any questions?** (Pause.) **You may now darken the appropriate bubbles.**

BIRTHDATE Block:

SAY **Locate the block labeled BIRTHDATE, next to the Student Number block.** (Hold up the form and indicate the appropriate block.)

BIRTHDATE is for recording your date of birth. Using two numerals, write the number of the month in which you were born in the boxes under "Month." For example, January is 01, February is 02, and December is 12. Are there any questions? (Pause.)

SAY **Write the day of the month on which you were born in the boxes under "DAY," using the numbers 01 to 31.** (Pause.)

SAY **Under "Year," write the last two numbers of the year in which you were born. For example, if you were born in 1983, you would write 83.** (Pause.)

SAY **Under each numeral you have written for month, day, and year, darken the bubble containing the numeral you have written above. Make sure that you darken one bubble in each column, including bubbles with zeros in them where zeros have been written in the box above. For example, 01 should be written for January. The left bubble containing the zero should be darkened, and the right bubble containing the one should be darkened. Are there any questions?** (Pause.)

GENDER Block:

SAY **Locate the GENDER block.** (Hold up a form and point to the correct block.) **In this block, darken the bubble next to your gender.** (Pause.)

GRADE Block:

SAY **Locate the GRADE block. (Hold up a form and point to the correct block.) In this block, darken the bubble to the left of the grade you are in.** (Pause.)

POPULATION (POP) Block:

School personnel will fill in the appropriate bubble for REG, IEP, ELL (LEP), 504, or Migrant students, as indicated in the Answer Sheet Edit Procedures in Appendix B. FRL is available for indicating whether the student is eligible for free or reduced lunch.

SAY **Locate the block labeled YID (YEARS IN DISTRICT).**
Fill in bubble "0" if you are a new student to this district this year.

For the remaining choices, DO NOT count either your kindergarten year or the current year as a year in this district. Begin counting with grade 1, or the first grade at which you attended school in this district.

Fill in bubble "1" if you have spent 1 previous year in the district.
Fill in bubble "2" if you have spent 2 previous years in the district.
Fill in bubble "3" if you have spent 3 previous years in the district.
Etc.
Fill in bubble "10" if you have spent 10 previous years in the district.
Fill in bubble "0" if you have spent more than 10 previous years in the district.

TESTING CONDITIONS (TC) Block:

School personnel will fill in the appropriate bubble for R (regular), IEP, ELL (LEP), or 504 students, as indicated in the Answer Sheet Edit Procedure in Appendix B.

FORM Block:

SAY **Locate the block labeled FORM. You will be taking FORM ___ of the reading and mathematics examinations. Fill in the bubble in this column that contains the letter ___.** *(For **October, Math and Reading testing only**, please refer to instructions provided in Appendix F for special code.)*

ETHNICITY (ETH) Block:

*Only one circle is to be filled in. If the student considers her/himself to be a member of two or more groups, s/he is to fill in the space for the one group with which s/he most closely identifies. Bubbles labeled **P** and **O** are not to be used at this time. They have been included in anticipation of changes in federal requirements for recording and reporting ethnicity.*

SAY **Locate the block labeled ETH (ETHNICITY). This block is for recording your ethnic background. The ethnic/racial groups which I am about to describe have been provided by the United States Department of**

Education. For each group, I will read the group name and the code letters of the bubble you should darken if you are a member of that group.

The first group is AMERICAN INDIAN OR ALASKAN NATIVE. This group includes people having origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition. If you are an American Indian or Alaskan native, darken the bubble containing the letters "AA" in this block.

The next group is ASIAN OR PACIFIC ISLANDER. This group includes people having origins in any of the original peoples of the Far East, Southeast Asia, The Pacific Islands, or the Indian Subcontinent. This area includes, for example, China, India, Japan, and Korea, the Philippine Islands, Hawaii, and Samoa. If you are an Asian or Pacific Islander, darken the bubble containing the letter "A" in this block.

The next group is BLACK, NOT OF HISPANIC ORIGIN. This group includes people having origins in any of the Black racial groups of Africa. If you are Black, darken the bubble containing the letter "B" in this block.

The next group is HISPANIC. This group includes people of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. If you are Hispanic, darken the bubble containing the letter "H" in this block.

The next group is WHITE, NOT OF HISPANIC ORIGIN. This group includes people having origins in any of the original peoples of Europe, North Africa, or the Middle East. If you are White, and not of Hispanic origin, darken the bubble containing the letter "W" in this block.

Are there any questions? (Pause.) **Check again to make sure that you have darkened only one circle in this block.**

If you are giving the Mathematics and Reading tests only, proceed to the test instructions.

If you are giving the Writing Examination,

SAY **Now turn to the third page of your answer sheet and write your name and school name in the spaces provided at the top right side of the page, right here.** (Hold up an answer sheet and show students where.)

Immediately after the school name print the school number_____. (Pause.) **(This number is on the front page of your answer sheets near the bottom left corner.)**

Answer Sheet Separation.

SAY **Now, *<u>being very careful not to tear your answer sheet</u>*, separate Sides 1 and 2 from Sides 3 and 4 like this.** (Demonstrate)

Collect the demographic portion of the answer sheets and proceed to the writing test administration instructions.

PART 3

MATHEMATICS TEST INSTRUCTIONS

See that all students are quietly seated and have clear desks, except for their answer sheets, pencils, erasers, and scratch paper for the mathematics test.

Students should have already completed the demographic data sections on the first side of their answer sheets.

INSTRUCTIONS FOR PART 1:

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY: **If you finish Part 1 of the mathematics test early, it is all right to go back and check your work *in this part only*. DO NOT work on Part 2 of the test at this time. You should have enough time to complete each part of this test. If you complete Part 1, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have taken your test materials, you may read any materials you have brought with you, but do not talk or disturb others.**

I will now pass out the Mathematics Tests. Do not open your test booklet until you are told to do so.

Pass out the mathematics test booklets and then,

SAY: **Turn your answer sheet to Side 2 which has "Mathematics" printed in capital letters at the top left edge of the page.** (Pause.)

SAY: **Now turn your test booklet over and silently read the directions printed on the back cover as I read them aloud.**

Read the directions on the back of the test booklet and allow students time to complete the sample exercise.

SAY: **The correct answer is E) 30. You should have darkened the bubble with the E in it. Are there any questions?** (Pause.)
After all questions have been answered, continue.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: **Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled** (Insert DISTRICT PLAN SHEDULE) **We are now ready to begin Part I of the test.**

Fifteen minutes before the end of this testing period, I will tell you that you have 15 minutes to finish. Do not mark in your test booklet. Be sure to read all directions carefully. If you finish early, you may go back and check your work *in this part of the test only*. Be sure to mark your answers to the mathematics test in the mathematics section of the answer sheet. Are there any questions? (Pause.)

Answer any questions and then,

SAY: **Now open your test booklet to the page that says "Formula Sheet" at the top. Read the "Note to Student" at the top of this Formula Sheet. This note says that you may turn back to this Formula Sheet at any time during this testing session if you are unsure of the formula used to solve some of the problems.** (Pause, to give students time to view the formulas.)

SAY: **You may now begin.**

Record the starting time for this part of the test and post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to insure that students are working on *the correct part of the test* and that they are marking their answers in the correct portion of the answer sheet!

When 15 minutes of the testing period remain,

SAY: **You have 15 minutes to finish this test.**

When the testing period has ended,

SAY: **The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should:** (Insert DISTRICT PLAN)

If Part 2 of the Mathematics test is to be administered immediately following this testing session, allow the students *at least* a 5-10 minute monitored break before continuing on.

If Part 2 will be administered later, collect *all* answer sheets, test booklets, and scratch paper immediately.

If you have completed testing for the day, or if you are only giving one part of the test on this day, collect all materials, follow the edit procedures listed in Appendix B of this manual, and return all materials to the principal's office.

INSTRUCTIONS FOR PART 2

SAY: **During this period, you will be taking Part 2 of the mathematics examination.**

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY: **If you finish *this part* of the mathematics test early, it is all right to go back and check your work *in this part only*. DO NOT go back to Part 1. I will now pass out the Mathematics tests. Do not open your test booklet until you are told to do so. If you complete Part 1, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have taken your test materials, you may read any materials you have brought with you, but do not talk or disturb others.**

Pass out the mathematics test booklets and then,

SAY: **Turn your answer sheet to Side 2. In the mathematics section, find line 37 in the second column near the center of the page.** Hold up a sample answer sheet and point to mathematics line 37. (Pause.)

SAY: **The questions in Part 2 begin with item number 37. Now turn your test booklet over and again read the directions printed on the back cover silently as I read them aloud.**

Read the directions on the back of the test booklet. Do not repeat the reading of the sample exercise.

SAY: **Are there any questions?**

After all questions have been answered, continue.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: **We are now ready to begin Part 2 of the test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled** (Insert DISTRICT PLAN SHEDULE)

Fifteen minutes before the end of this testing period, I will tell you that you have 15 minutes to finish. Do not mark in your test booklet. Be sure to read all directions carefully. If you finish early, you may go back and check your work *in this part of the test only*. Be sure to mark your answers to the mathematics test in the mathematics section of the answer sheet. Are there any questions? (Pause.)

Answer any questions and then,

SAY: **Now open your test booklet to the center, and find the page that says "Math, Form A, Part 2. Turn to the Formula Sheet." Read the "Note To Student" at the top of this Formula Sheet. This note says that you may turn back to this Formula Sheet at any time during this testing session if you are unsure of the formula used to solve some of the problems.** (Pause, to give students time to view the formulas.)

SAY: **You may now begin with problem 37.**

Record the starting time for this part of the test and post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to insure that students are working on *the correct part of the test* (Part 1 or Part 2) and that they are marking their answers in the correct portion of the answer sheet!

When 15 minutes of the testing period remain,

SAY: **You have 15 minutes to finish this test.**

When the testing period has ended,

SAY: **The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should:** (Insert DISTRICT PLAN)

Immediately following completion of the mathematics test, collect *all* answer sheets, test booklets, and scratch paper.

If you have completed testing for the day, follow the edit procedures listed in Appendix B of this manual and return all materials to the principal's office.

PART 4

READING TEST INSTRUCTIONS

See that all students are quietly seated and have clear desks, except for their answer sheets, pencils and erasers.

Students should have already completed the demographic data sections on the first side of their answer sheets.

INSTRUCTIONS FOR PART 1

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY: **If you finish Part 1 of the reading test early, it is permissible to go back and check your answers *in this part only*. DO NOT work on Part 2 of the test at this time. You should have plenty of time to complete each part of this test. If you complete Part 1, have checked over your work and would like to read, raise your hand and I will collect your test materials. After I have taken your test materials, you may read any materials you have brought with you, but do not talk or disturb others.**

I will now pass out the Reading Tests. Do not open your test booklet until you are told to do so.

Pass out the reading test booklets and then,

SAY: **Turn your answer sheet to Side 2, which has "Reading" printed in capital letters near the top-center of the page.** (Pause.)

SAY: **Now turn your test booklet over and read the directions printed on the back cover silently as I read them aloud.**

Read the directions on the back of the test booklet and allow students time to complete the sample exercise.

SAY: **The correct answer is C. You should have darkened the bubble with the C in it. Are there any questions?** (Pause.)

After all questions have been answered, continue.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: **Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled** (Insert DISTRICT PLAN SHEDULE). **We are now ready to begin Part 1 of the test.**

Fifteen minutes before the end of this testing period, I will tell you that you have 15 minutes to finish. Do not mark in your test booklet. Be sure to read all directions carefully. If you finish early, you may go back and check your work *in this part of the test only*. Be sure to mark your answers to the reading test in the reading section of the answer sheet. Are there any questions? (Pause.)

Answer any questions and then,

SAY **Now turn to the first page of test questions, page 1, and begin.**

Record the starting time for this part of the test and post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to insure that students are working on *the correct part of the test* and that they are marking their answers in the correct portion of the answer sheet!

When 15 minutes of the testing period remain,

SAY: **You have 15 minutes to finish this test.**

When the testing period has ended,

SAY: **The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should:** (Insert DISTRICT PLAN)

If Part 2 of the Reading test is to be taken immediately following this testing session, allow the students *at least* a 5-10 minute monitored break before continuing on.

If Part 2 will be administered later, collect *all* answer sheets, test booklets, and scratch paper immediately.

If you have completed testing for the day, or if you are only giving one part of the test on this day, collect all materials, follow the edit procedures listed in Appendix B of this manual, and return all materials to the principal's office.

INSTRUCTIONS FOR PART 2

SAY: **During this period, you will be taking Part 2 of the reading examination.**

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY: **If you finish *this part* of the reading test early, it is all right to go back and check your work *in this part only*; DO NOT go back to Part 1.**
I will now pass out the Reading tests. Do not open your test booklet until you are told to do so. If you complete Part 1, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have taken your test materials, you may read any materials you have brought with you, but do not talk or disturb others.

Pass out the reading test booklets and then,

SAY: **Turn your answer sheet to Side 2. In the reading section, find line 33 in the second column of the reading section, in the upper half of the page.** Hold up a sample answer sheet and point to reading line 33. (Pause.)

SAY: **The questions in Part 2 begin with item number 33. Now turn your test booklet over and again read the directions printed on the back cover silently as I read them aloud.**

Read the directions on the back of the test booklet. Do not repeat the reading of the sample exercise.

SAY: **Are there any questions?**

After all questions have been answered, continue.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: **We are now ready to begin Part 2 of the test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled** (Insert DISTRICT PLAN SHEDULE)

Fifteen minutes before the end of this testing period, I will tell you that you have 15 minutes to finish. Do not mark in your test booklet. Be sure to read all directions carefully. If you finish early, you may go back and check your work *in this part of the test only*. Be sure to mark your answers to the reading test in the reading section of the answer sheet. Are there any questions? (Pause.)
Answer any questions and then,

SAY: **Now open your test booklet to the center, and find the page that says "Reading, Form A, Part 2." Turn this page and begin with problem 33.**

Record the starting time for this part of the test and post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to insure that students are working on *the correct part of the test* (Part 1 or Part 2) and that they are marking their answers in the correct portion of the answer sheet!

When 15 minutes of the testing period remain,

SAY: **You have 15 minutes to finish this test.**

When the testing period has ended,

SAY: **The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should:** (Insert DISTRICT PLAN)

Immediately following completion of the reading test, collect *all* answer sheets, test booklets, and scratch paper.

If you have completed testing for the day, follow the edit procedures listed in Appendix B of this manual, and return all materials to the principal's office.

PART 5

WRITING TEST INSTRUCTIONS

See that all students are quietly seated and have clear desks, except for Sides 3 and 4 of their answer sheets, scratch papers, pencils, and erasers.

If the students have already completed the demographic data sections on Side 1 of their answer sheets, follow the instructions below. If not, follow the instructions for recording demographic data in Part 2 of this manual, then follow the instructions below.

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY **If you finish this test early and would like to read, raise your hand, and I will pick up your test materials. After I have taken your test materials, you may read any materials you have brought with you. However, due to test security, please do not write anything and do not talk nor disturb anyone.**

I will now pass out the writing tests. DO NOT begin writing until you are told to do so.

Pass out the writing test papers, then

SAY **I am now going to read the instructions printed on the writing test. Please read them silently as I read them aloud.**

(Read the instructions aloud.)

You should not help students in any way with the test content, but you may define, if necessary, words used in the test prompt or answer questions that have to do with the testing procedures.

SAY **Are there any questions?** (Pause.)

When there are no more questions,

SAY **Please write neatly and legibly so your writing can be read. Be very careful to write on Topic A on the side of the answer sheet which is labeled "Writing Test - Topic A" and write on Topic B on the side which is labeled**

"Writing Test - Topic B." It is important that you do not write outside of the areas provided for your pieces of writing. Writing outside of those areas may cause scoring problems.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: **Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled (**Insert DISTRICT PLAN SHEDULE) **I will post the end time and tell you when half of the time has gone by. At that time, you should finish your first writing exercise and start on your second. Five minutes before the end of the testing period, I will tell you that you have 5 minutes left. Are there any questions?** (Pause.) Answer any questions; then

SAY **Again, be sure to write on Topic A on the side labeled "Topic A" and on Topic B on the side labeled "Topic B." You may begin.**

Record the starting time for this part of the test and post the end time in a place visible to all students. When half of the time has gone by,

SAY **Half of the scheduled time has gone by. Finish your first writing exercise if you haven't already and start on your second one.**

When five minutes are left,

SAY **You have 5 minutes to finish.**

When another 5 minutes have gone by,

SAY **The testing period has ended. Please put your pencil down. Students who would like more time to complete the writing should:** (Insert DISTRICT PLAN)

Immediately following the completion of the writing test, collect all answer sheets, copies of the writing instructions and examination topics, and scratch paper.

Follow the edit procedures listed in Appendix B of this manual, and return all materials to the principal's or test coordinator's office.

Copies of the eleventh and twelfth grade ***Writing Instructions and Examination Topics*** may be released and/or collected and discarded at the testing site after all students have been tested and all tests have been sent to district test directors.

Appendix A
SCHOOL NUMBER LIST

CARSON CITY **13**

201 Bordewich/Bray Complex Elem
501 Carson High
301 Carson Middle
302 Eagle Valley Middle
209 Empire Elem
204 Fremont Elem
203 Fritsch Elem
211 Mark Twain Elem
207 Seeliger Elem

CHURCHILL COUNTY **01**

401 Churchill Co High
301 Churchill Co Jr High
205 E. C. Best Elem
402 Gateways to Success
206 Lahontan Elem
202 Northside Elem
207 Numa Elem
204 West End Elem

CLARK COUNTY **02**

131 Adams Elem
231 Adcock Elem
420 Advanced Tech Acad
151 Allen, D L Elem
140 Antonello Elem
137 Bartlett Elem
406 Basic High
108 Beatty Elem
327 Becker Middle
248 Beckley Elem
236 Bell Elem
138 Bendorf Elem
292 Bennett Elem
101 Blue Diamond Elem
411 Bonanza High
157 Bonner Elem
211 Booker Elem
601 Boulder City High
279 Bowler, Grant Elem
159 Bowler, Joseph Elem
246 Bracken Elem
307 Bridger Middle
306 Brinley Middle
319 Brown Middle
147 Bruner Elem
148 Bryan, Richard Elem
156 Bryan, Roger Elem
163 Bunker Elem
313 Burkholder Middle
225 Cahlan Elem
155 Cambeiro Elem
316 Cannon Middle
219 Carson Elem
158 Cartwright, R. Elem
304 Cashman Middle
607 Centennial High
409 Chaparral High
415 Cheyenne High
109 Christensen Elem
414 Cimarron-Memorial High
401 Clark High
426 Comm Coll HS South
422 Comm Coll HS East
423 Comm Coll HS West
165 Cortez Elem
335 Cortney Middle
126 Cox, David Elem
223 Craig Elem
205 Crestwood Elem
233 Culley Elem
125 Cunningham Elem
130 Dailey Elem
220 Dearing Elem
269 Decker Elem
124 Derfelt Elem
609 Desert Pines High
106 Deskin Elem
300 Detwiler Elem
263 Diskin Elem
266 Dondero Elem
111 Dooley Elem
417 Durango High
212 Earl, Ira Elem
296 Earl, Marion Elem
267 Edwards Elem
118 Eisenberg Elem
410 Eldorado High
164 Elizondo Elem
257 Ferron Elem
143 Fitzgerald Elem
119 Fong Elem
608 Foothill High
308 Fremont Middle
268 French Elem
240 Fyfe Elem
276 Galloway Elem
167 Garehime Elem
318 Garrett Middle
302 Garside Middle
120 Gibson Elem
310 Gibson Middle
206 Gilbert Elem
153 Goldfarb Elem
102 Goodsprings Elem
275 Gragson Elem
278 Gray Elem
416 Green Valley High
324 Greenspun Middle
208 Griffith Elem
317 Guinn Middle
161 Guy Elem
207 Hancock Elem
261 Harmon Elem
262 Harris Elem
168 Hayes Elem
229 Heard Elem
129 Herr Elem
209 Herron Elem
210 Hewetson Elem
122 Hill Elem
297 Hinman Elem
202 Hoggard Elem
303 Hyde Park Middle
252 Indian Springs Elem
604 Indian Springs High
336 Indian Springs Middle
123 Jacobson Elem
323 Johnson Middle
135 Jydstrup Elem
133 Kahre Elem
134 Katz Elem
332 Keller Middle
226 Kelly Elem
169 Kesterson Elem
610 Keystone Charter
107 Kim Elem
136 King, Martha Elem
105 King, Martin Elem
309 Knudson Middle
237 Lake Elem
166 Lamping Elem
418 Las Vegas Academy
402 Las Vegas High
321 Laughlin Jr/Sr High
337 Lawrence Middle
331 Lied Middle
222 Lincoln Elem
270 Long Elem
141 Lummis Elem
117 Lunt Elem
115 Lynch Elem
329 Lyon Middle
277 Mack Elem
217 Mackey Elem
224 Madison Elem
213 Manch Elem
311 Martin Middle
132 May Elem
234 McCall Elem
249 McCaw Elem
298 McDoniel Elem
113 McMillan Elem
218 McWilliams Elem
112 Mendoza Elem
602 Moapa Valley High
424 Mojave High
333 Molasky Middle
162 Morrow Elem
228 Mountain View Elem
103 Mt. Charleston Elem
170 Neal Elem
146 Newton Elem
322 O'Callaghan Middle
299 Odyssey Charter
312 Orr Middle
425 Palo Verde High
232 Paradise Elem
216 Park Elem
110 Parson Elem
114 Perkins Elem
145 Piggott Elem
244 Pittman Elem
403 Rancho High School
235 Red Rock Elem
295 Reed Elem
104 Reid Elem
160 Rhodes Elem
150 Roberts Elem
315 Robison Middle
203 Ronnow Elem
201 Ronzone Elem
221 Rowe Elem
128 Rundle Elem
412 S.N.V.T.C.

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Clark County cont.

291 Sandy Valley Elem
320 Sandy Valley Middle
328 Sawyer Middle
251 Sewell Elem
421 Silverado High
334 Silvestri Middle
305 Smith Middle
264 Smith Elem
204 Squires Elem
294 Stanford Elem
241 Sunrise Acres Elem
325 Swainston
260 Tate Elem
254 Taylor Elem
239 Thomas Elem
290 Tobler Elem
265 Tomiyasu Elem
127 Treem Elem
243 Twin Lakes Elem
214 Ullom Elem
404 Valley High
154 Vanderburg Elem
245 Vegas Verdes Elem
255 Virgin Valley Elem
603 Virgin Valley High
301 Von Tobel Jr High
238 Warren Elem
247 Wasden Elem
259 Wengert Elem
330 West Middle
405 Western High
326 White Middle
256 Whitney Elem
149 Wilhelm Elem
242 Williams Elem
152 Wolfe, Eva Elem
314 Woodbury Middle
116 Wooley Elem
121 Wynn Elem

DOUGLAS COUNTY **03**

301 Carson Valley Middle
501 Douglas High
201 Gardnerville Elem
206 Jacks Valley Elem
208 Kingsbury Middle
205 Meneley Elem
302 Pau-Wa-Lu Middle
207 Scarselli Elem
502 Whittell High
202 Zephyr Cove Elem
210 Minden Elem
209 Pinon Hills Elem

ELKO COUNTY **04**

601 Carlin High
205 Carlin Elem
112 Currie Elem
603 Elko High
503 Elko Jr High
202 Elko Grammar School #2
104 Independence Valley
105 Jackpot Elem
605 Jackpot High
113 Jarbidge Elem
107 Montello Elem
108 Mound Valley Elem
209 Mountain View Elem
203 Northside Elem
604 Owyhee High
206 Owyhee Elem
111 Ruby Valley Elem
211 Sage Elem
204 Southside Elem
210 Spring Creek Elem
606 Spring Creek High
504 Spring Creek Middle
602 Wells High
207 Wells Elem
208 West Wendover Elem
607 West Wendover High

ESMERALDA COUNTY **05**

101 Dyer Elem
102 Goldfield Elem
103 Sivler Peak Elem

EUREKA COUNTY **06**

101 Crescent Valley Elem
601 Eureka High
103 Eureka Elem

HUMBOLDT COUNTY **07**

101 Denio Elem
205 Grass Valley Elem
107 Jackson Mountain Elem
103 King's River Elem
106 Leonard Creek Elem
501 Lowry High
203 McDermitt Elem
601 McDermitt High
104 Orovada Elem
105 Paradise Valley Elem
201 Sonoma Heights Elem
301 Winnemucca Jr High
202 Winnemucca Grammar Elem

LANDER COUNTY **08**

602 Austin High
101 Austin Elem
601 Battle Mountain High
301 Battle Mountain Jr High
203 Lemaire, Eleanor Elem

LINCOLN COUNTY **09**

201 Caliente Elem
501 Lincoln Co High
301 Meadow Valley Middle
102 Pahranagat Valley Elem
601 Pahranagat Valley High
302 Pahranagat Valley Middle
202 Panaca Elem
203 Pioche Elem

LYON COUNTY **10**

209 Cottonwood Elem
604 Dayton High
208 Dayton Inter
201 Dayton Elem
601 Fernley High
203 Fernley Elem
303 Fernley Inter
205 Silver Springs Elem
304 Silver Stage Middle
602 Smith Valley High
204 Smith Valley Elem
210 Sutro Elem
603 Yerington High
202 Yerington Elem
302 Yerington Inter

MINERAL COUNTY **11**

203 Hawthorne Elem
101 Mina Elem
601 Mineral Co High
202 Schurz Elem

NYE COUNTY **12**

106 Amargosa Valley Elem
601 Beatty High
201 Beatty Elem
301 Clark, R. Middle
101 Duckwater Elem
602 Gabbs High
105 Gabbs Elem
108 Johnson Elem
102 Manse Elem
206 Mt. Charleston Elem
604 Pahrump High
605 Round Mountain High
103 Round Mountain Elem
204 Silver Rim Elem
603 Tonopah High
202 Tonopah Elem

PERSHING COUNTY **14**

101 Imlay Elem
201 Lovelock Elem
601 Pershing Co High
301 Pershing Middle

STOREY COUNTY **15**

102 Hillside Elem
101 Hugh J. Gallagher Elem
601 Virginia City High
301 Virginia City Middle

WASHOE COUNTY **16**

266 Allen Elem
201 Anderson Elem
271 Beasley Elem
207 Beck Elem
275 Bennett Elem
310 Billinghurst Middle
208 Booth Elem
229 Brown Elem
214 Cannan Elem
261 Caughlin Ranch
301 Clayton Middle
215 Corbett Elem
268 Desert Heights Elem
238 Diedrichsen Elem
306 Dilworth Middle
258 Dodson Elem
272 Donner Springs Elem
223 Drake Elem
204 Duncan Elem
239 Dunn Elem
203 Elmcrest Elem
(Echo Loder)

Washoe County Cont.

509 Galena High
601 Gerlach High
256 Gomes Elem
216 Gomm Elem
224 Greenbrae Elem
262 Hidden Valley Elem
230 Huffaker Elem
504 Hug High
274 Hunsberger Elem
206 Hunter Lake Elem
604 I Can Do Anything
602 Incline High
309 Incline Middle
251 Incline Elem
236 Johnson Elem
226 Juniper Elem
232 Lemmon Valley Elem
257 Lenz Elem
227 Lincoln Park Elem
202 Loder Elem
273 Mathews Elem
222 Maxwell Elem
508 McQueen High
311 Mendive Middle
228 Mitchell Elem
267 Moss Elem
211 Mount Rose Elem
237 Natchez Elem
308 O'Brien Middle
240 Palmer Elem
213 Peavine Elem
302 Pine Middle
233 Pleasant Valley Elem
505 Reed High
502 Reno High
221 Risley Elem
605 Sierra Nevada Academy
217 Sierra Vista Elem
263 Silver Lake Elem
260 Smith, Alice Elem
225 Smith, Kate Elem
218 Smithridge Elem
269 Spanish Springs Elem
503 Sparks High
307 Sparks Middle
219 Stead Elem
234 Sun Valley Elem
303 Swope Middle
265 Taylor Elem
603 TMCC High (magnet)
209 Towles Elem
305 Traner Middle
304 Vaughn Middle
235 Verdi Elem
220 Veterans Memorial Elem
205 Warner Elem
264 Westergard Elem
259 Whitehead Elem
270 Winnemucca, Sarah Elem
501 Wooster High

WHITE PINE COUNTY **17**

103 Baker Elem
601 Lund High
101 Lund Elem
203 Mcgill Elem
201 Mountain View Elem
502 White Pine Co High
301 White Pine Middle

ALTERNATIVE SCHOOLS **61-77**

Churchill County **61**

902 Churchill Co Adult High

Clark County **62**

941 Adult Education (Clark)
948 Child Haven School
914 Continuation School
921 Freedom Program
915 Homebound Secondary
923 Horizon East
920 Horizon North
925 Horizon Project
924 Horizon South
922 Horizon West
930 Opportunity, Biltmore
407 Opportunity, Jefferson
928 Opportunity South
929 Opportunity Washington
408 Sunset East
419 Sunset West
605 Sunset North
606 Sunset South

Elko County **64**

902 Adult Education (Elko)

Humboldt County **67**

903 Lowry Adult Education

Lander County **68**

901 Lander Co Adult High

Lincoln County **69**

901 Lincoln Co Adult High

Carson City **73**

903 Carson Alternative High
902 Carson Adult Education

Pershing County **74**

903 Pershing Co Adult High

Storey County **75**

901 Virginia City Alternative

Washoe County **76**

920 Washoe Adult High
506 Washoe High
921 Work Experience School
922 Opportunity (Washoe)

STATE SCHOOLS **40**

503 China Springs
991 Coal Canyon High
202 Corbett Facility
947 C C Detention Center
602 CO Bastian/Caliente
777 Detention Center
903 Independence (Elko)
912 Juvenile Court Schools
902 Mountain High (Ely)
913 Spring Mountain
904 Steptoe Valley High
871 A.T.T.C.???
948 SDCC/Inst Ed-I.S.
949 SNCC/Inst Ed-Jean
950 SNWCF
918 Third Cottage

SPECIAL PROGRAMS 81-97

Clark County **82**

917 Miley Ac/Sec
911 Variety
926 Desert Willow Elem
927 Desert Willow Sec
928 Summit/Desert Willow

PRIVATE SCHOOLS **50**

703 Bishop Gorman High
709 Bishop Manogue High
714 Care Unit Hospital
702 Chiloh Christian School
734 Church Academy
701 Clark County Christian
725 Echoes Christian
712 Faith Lutheran Jr/Sr
706 Harbor Christian Academy
739 Jamilian School
705 Lake Mead Christian
715 Las Vegas Junior Acad
716 Liberty Christian
724 Lighthouse Christian
730 Love All People
710 Mountain View Christian
704 New Horizons Center
721 Paradise Christian
723 Pyramid Lake
729 Regency/Oasis
708 Reno Junior
717 Ruby Mountain Christian
735 School of Natural Order
707 Sierra Nevada Job Corp
722 St. Judes
718 Trinity High
737 Truckee Meadows
713 Valley Baptist

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Appendix B

ANSWER SHEET EDIT PROCEDURES

Check each answer sheet to ensure that:

- There are no stray pencil marks in the test sheet timing track or in the grid areas to be machine scored.
- All marks to be machine scanned are marked darkly in pencil.
- All erasures are complete.
- For students in special education programs (IEP - except academically talented), students of limited English proficiency or English language learners (ELL), students who qualify under section 504 of the Rehabilitation Act of 1973 (504), or students in the migrant education program (MIG), appropriate code in the blocks labeled POP (POPULATION) are completed. All other students are to be marked (R).
- For the first three groups, the column labeled TC (TESTING CONDITIONS) is used to further specify the conditions under which the student took the test, as follows:

  R - Regular tested under REGULAR conditions

  IR - IEP tested under REGULAR conditions

  IA - IEP tested under APPROVED accommodations

  IS - IEP tested under SPECIAL conditions

  ER - ELL tested under REGULAR conditions

  EA - ELL tested under APPROVED accommodations

  ES - ELL tested under SPECIAL conditions

  5R - 504 tested under REGULAR conditions

  5A - 504 tested under APPROVED accommodations

  5S - 504 tested under SPECIAL conditions

Fill in the bubble indicating the conditions under which the student took the test. Answer sheets for students tested under SPECIAL conditions should be packed in a separate envelope when they are returned for scoring.

Student errors in coding the demographic information on the answer sheet may result in inaccurate reports or delays in reporting test results when answer documents must be returned for correction before scoring can be completed.

In order to insure the prompt and accurate reporting of results of the High School Proficiency Examinations, school-level personnel must check the recording and coding of the following information on all answer documents prior to packing the documents for scoring.

CHECKS ON THE DEMOGRAPHIC PAGE:

1. **First and Last Name Blocks: Required.** Must not be blank or contain unintentional blanks. ***Each must be left justified.*** **Most common problems:** 1) Name is not left-justified - First letter of name not coded in leftmost column. 2) Somewhere within the name, a column is skipped or two successive letters are coded in the same column. 3) Name is entered in the blanks provided but is not coded in the bubbles.

   Middle Initial: Coded in last column of name block. **Most common problems:** 1) Middle initial is coded in some other column. 2) Two bubbles are filled in.

2. **District Number: Required.** Numbers are included in Appendix A at the back of this manual.
3. **School Number: Required.** Must be coded correctly if results are to be reported to the correct school and district. Answer sheets may be returned to district for correction if district can be identified. **Most common problem:** Bubbles filled in incorrectly.
4. **Student Number: Required.** The scoring program for these new examinations require that a student number be entered here. It must be left justified. The first digit must be other than a zero. **This field is required by the scoring program.**
5. **Date of Birth: Required.** Used to uniquely identify student in alphabetical state roster report. **Most common problem:** Digits not bubbled in appropriate columns.
6. **Gender: Most common problem:** Both possibilities coded.
7. **Grade: Required.** May not be blank, and only one may be selected. Reports are generated using the grade coded by the student. Incorrect coding will result in the generation of incorrect reports for the school and district. Answer sheets may be returned to districts for correction.
8. **Population (POP) and Testing Conditions (TC):** The top bubble, indicating regular status, should have been filled in for all students except those indicated in *Answer Sheet Edit Procedures* above. The special codes are used for special education (IEP), ELL (or LEP), 504, Migrant (MIG), and free/reduced lunch (FRL) categorization. More than one bubble may be filled in.
9. **Years in District (YID):** Entered by student. Only one possibility may be coded.
10. **Form: Required.** Testing directors will instruct test administrators about which form is being administered and this must be filled in to insure that the proper answer key is used.
11. **Ethnicity: Most common problem:** More than one possibility is coded.

Test Item Answers on Back of Answer Sheet: Checks on these items are the students' responsibility. You may wish to check this page for stray marks or incomplete erasures.

CHECKS ON THE WRITING TEST:

Insure that student, school name, district number, and school number are legible and that there are no stray marks in the timing marks along one edge of each page, in the scoring area at the bottom of each page, or in the marked serial code number block in the margin on the last page.

Appendix C
Testing Students with Disabilities

All students, including those in special education programs, must pass the Nevada High School Proficiency Examinations in reading, writing, and mathematics in order to earn a standard high school diploma. Nothing contained herein should be understood as suggesting that a student should not have the opportunity to take the tests required by the Nevada Proficiency Examination Program. For students in special education programs, that decision is the sole responsibility of the student's IEP committee. However, each IEP **must** address the question of the student's participation in the Nevada Proficiency Examination Program and any accommodations in test administration that are made **must** be indicated in the IEP. For students with disabilities who are protected under Section 504 of the Rehabilitation Act of 1973, the decision is the responsibility of the individual(s) who determine what services those students require. Accommodations in test administration are not appropriate for students identified and receiving services as gifted or talented. Those individuals should be tested as regular students.

Appropriate accommodations in the administration of the Nevada High School Proficiency Examinations are allowed to insure that each student with a disability receives individual consideration of his or her disability as long as the accommodation(s) **does not change the nature, content, or integrity of the test(s)**. Accommodations which may be allowed by an IEP committee or Section 504 program administrator, without further consultation with the Nevada Department of Education, are listed below. Should a student's disability require an accommodation which is not included in the list, a written request for modification of the conditions under which the test is administered must be submitted to the Standards, Curricula and Assessment Office of the Nevada Department of Education **not later than one month before the scheduled date for the administration of the writing examination for that testing period**. The staff of the Standards, Curricula and Assessment Office, in collaboration with the Special Education Branch of the Nevada Department of Education, will review special requests for appropriateness and the maintenance of the integrity of the test(s) and provide a decision **not later than one week prior to the date scheduled for test administration**.

Districts with homebound students who require Proficiency Examinations to be administered in private homes must apply for permission, listing the name(s) of the student(s) requiring the accommodations and describing the arrangements for administration. The application must include the name and assignment of the individual certified by the district who will administer the examination(s).

Permissible Accommodations for Students with Disabilities

The following accommodations for exceptional students, when appropriate, have been judged not to violate the nature, content, or integrity of the test. These accommodations may be permitted without further consultation with the Standards, Curricula and Assessment Office of the Nevada Department of Education. However, this list should not be interpreted as requiring the local education agency to provide for the accommodation, should circumstances not permit. **In addition, the accommodations listed are intended to be quite specific and should not be broadly interpreted; e.g. provisions for special furnishings do not include computers or other electronic aids.**

Accommodations in the Testing Setting:

Individual administration
Small group administration (other than regular classroom)
Administration in a location other than the place regularly scheduled
Use of a special test administrator, including the examinee's special education teacher
Provisions for special lighting
Provisions for special furniture such as a carrel
Provisions for special acoustics such as an amplifier for verbal instructions

Accommodations in Test Scheduling:

The time allowed to take a test in a single session may be extended to allow for rest periods to counter fatigue or to allow for the increased time required by altered testing procedures; but the total time allowed must not exceed twice the amount of time allocated to regular students without the specific permission from the district test director.

Tests may be administered at a time of day when a student is expected to do his/her best work.

Accommodations in Test Directions:

Directions that are not normally read aloud may be read to the student.

Directions may be reread as necessary.

Verbatim **directions** may be provided in sign language .

Directions may be provided on a separate paper that the student may consult as required.

Accommodations in Test Format:

NOTE: NRS 389.015 specifically limits the disclosure of the contents of tests used in the Nevada Proficiency Examination Program. Thus, **tests in large print or permissible alternative formats must be obtained through the Standards, Curricula and Assessment Office**. If the need for alternative formats is anticipated, e.g. ASCII text for display on a video terminal, the Standards, Curricula and Assessment Office must be notified at least two months prior to the scheduled testing date to insure adequate time for production of tests in the alternative format.

A large print version of the test may be ordered from the Proficiency Testing Office. (Orders must be received at least six weeks before the scheduled test date.)

A mask may be used to restrict the amount of material that the examinee is exposed to by covering part of the test.

A mathematics test may be read verbatim to an examinee.

A reading test may not be read to an examinee.

Accommodations in Test Answer Mode:

NOTE: When an alternative answer mode is used, the original document on which the answers are recorded must be **paper clipped (not stapled)** to and submitted with the standard answer sheet that the student would have otherwise used. These answer documents should be packed separately and clearly marked as using an alternative response mode. In addition, **if a clerk is used to record or transcribe**

answers, the clerk must provided a signed statement that reads, "These answers accurately reflect the student's work and only assistance in recording/transcribing the answers was provided."

For the writing test, an examinee who must write or print in large script may record his/her response on lined paper.

For the reading and mathematics tests, the student may dictate his/her choice of answers to a clerk who will appropriately record the answer on the standard form. The student may dictate his/her response to a writing prompt if a physical disability prevents the student from recording that response unaided.

The examinee may write or type his/her choices of answers for the reading or mathematics examinations on a separate sheet of paper or in the test booklet, which a clerk then transfers to the standard answer sheet. (If answers are marked in the test booklet, the booklet must be included with the answer sheet on which the answers were transcribed.)

Mechanical and Non-Mechanical Aids:

A visual magnification device may be used.

An electronic device, whose sole function is to enlarge text, may be used.

Auditory amplification devices may be used to give directions.

Examinees may use markers to maintain place.

Examinees may use a Braille-writer to record responses to the writing prompts. (The original Braille document should be submitted for scoring, along with the examinee's standard answer sheet.)

The examinee may use a standard typewriter or computer/wordprocessor without the use of spellcheck, to type his/her responses to the writing prompts. (**The use of electronic aids such as spelling, grammar or hyphenation checks is not permitted**.)

Pencils may be adapted in size or grip diameter.

Examinees may use a device to screen out extraneous sounds.

The use of calculators is not allowed for the mathematics examination in the High School Proficiency Examination unless the student's IEP specifically requires the use of a calculator during assessments.

Nevada Proficiency Examination Program
IEP Record for Special Education Students

Student Name: _____ **Date of Birth:**_____

School:_____ **Disability Category:**_____

Accommodation(s) for the Nevada Proficiency Examination

The accommodations for the Nevada Proficiency Examination Program which are listed below are intended to be quite specific and should not be broadly interpreted (e.g. provisions for special furnishings do not include computers, calculators, or other electronic aids, unless specifically provided for elsewhere.)

Accommodations not specifically listed, those that might be added as "Other," must be approved individually by the Proficiency Testing Office prior to test administration.

Accommodations in test administration are not appropriate for students identified and receiving services as gifted or talented. Those individuals should be tested as regular students.

Accommodations in the Testing Setting:

____ Individual administration
____ Small group administration (other than regular classroom)
____ Administration in a location other than the place regularly scheduled
____ Use of a special test administrator, including the examinee's special education teacher
____ Provisions for special lighting
____ Provisions for special furniture such as a carrel
____ Provisions for special acoustics such as an amplifier for verbal instructions
____ Other:_____

Accommodations in Test Scheduling:

____ The time allowed to take the tests is extended (not to exceed twice the normal time without test director's specific permission.)
___ reading test is extended to _____ minutes.
___ mathematics test is extended to _____ minutes.
___ writing test is extended to _____ minutes.
(Extra time is NOT permissible on the *TerraNova*, only on the writing assessments and the High School Proficiency Examinations.)
____ Tests administered at a time of day when the student is expected to do his/her best work.
____ Other:_____

Accommodations in Test Directions:

____ **Directions** that are not normally read aloud are to be read to the student.
____ **Directions** may be reread as necessary.
____ Verbatim **directions** are to be provided in sign language.
____ **Directions** are be provided on a separate sheet which the student may consult as required.
____ Other:_____

Accommodations in Test Format:

____ A large print version of the test will be used.

____ A mask will be used to restrict the amount of material that the examinee is exposed to by covering part of the test.

____ The mathematics test will be read verbatim to the examinee.

____ Other:_____

Accommodations in Test Answer Mode:

Note: **If a clerk is used to record or transcribe answers, the clerk must provided a signed statement that reads, "These answers accurately reflect the student's work and only assistance in recording/transcribing the answers was provided."**

____ For the writing test, the student will record his/her response on a separate lined paper.

____ For the reading and mathematics tests, the student will dictate his/her choice of answers to a clerk who will appropriately record the answer on the standard form. The student will dictate his/her response to a writing prompt. (Cross out one sentence if both are not appropriate.)

____ The examinee will use a standard typewriter or computer/wordprocessor to type his/her responses to the writing prompts. (**The use of electronic aids such as spelling, grammar or hyphenation checks is not permitted.**)

____ The examinee will write or type his/her choices of answers for the reading or mathematics examinations on a separate sheet of paper or in the test booklet, which a clerk will then transfer to the standard answer sheet.

_____ Other:_____

Mechanical and Non-Mechanical Aids:

____ A visual magnification device will be used.

____ An electronic device, whose sole function is to enlarge text, will be used.

____ An auditory amplification device will be used to give directions.

____ The student will use markers to maintain his/her place.

____ The student will use a Braille-writer to record responses to the writing prompts.

____ A standard typewriter will be used to record answers.

____ Pencils will be adapted in size or grip diameter.

____ The student will use a device to screen out extraneous sounds.

____ Other:_____

(The use of calculators is not permitted on the High School Proficiency Examinations or on the Calculations subtest of the *TerraNova*.)

Signatures:

Parent:_____ Student (if appropriate)_____

Sp. Educ. Teacher:_____ LEA Rep.:_____

Reg. Educ. Teacher:_____ Other:_____

Date:_____

Appendix D
Testing English Language Learners

English Language Learners are students of limited English proficiency, as identified by local districts at the time of registration. Nothing contained herein should be understood as suggesting that English Language Learners should not have the opportunity to take the tests required by the Nevada Proficiency Examination Program.

All students, including English Language Learners, must pass the Nevada High School Proficiency Examinations in reading, writing, and mathematics in order to earn a standard high school diploma. It is the responsibility of the LEA to notify both students and parents of the consequences of either not taking or failing to pass the Nevada High School Proficiency Examinations. There are **no** regulations which provide for the awarding of an adjusted diploma to students in English acquisition programs whose level of English proficiency prevents them from satisfying all requirements for a standard diploma, including passing the three required High School Proficiency Examinations. However, if those students enter an adult education program after 12th grade and complete the requirements and/or pass the proficiency examinations for a standard diploma as a result of that further education, they may then be awarded their standard high school diploma.

Appropriate accommodations in the administration of the Nevada High School Proficiency Examinations are allowed to insure that each English Language Learner receives individual consideration of his or her level of language acquisition as long as the accommodation(s) **does not change the nature, content, or integrity of the test(s)**.

Permissible Accommodations on High School Proficiency Examinations for English Language Learners

The following accommodations for English Language Learners, when appropriate, have been judged as not violating the nature, content, or integrity of the test. These accommodations may be permitted without further consultation with the Proficiency Testing Office of the Nevada Department of Education. However, this list should not be interpreted as requiring the local education agency to provide for the accommodation, should circumstances not permit. **In addition, the accommodations listed are intended to be quite specific and should not be broadly interpreted; e.g., provisions for special furniture do not include computers, calculators, bi-lingual dictionaries, or other electronic aids.**

Accommodations in the Testing Setting:

- Individual administration
- Small group administration (other than regular classroom)
- Administration in a location other than the place regularly scheduled
- Use of a special test administrator, including the examinee's ESL/ELL teacher
- Provisions for special furniture such as a carrel

Accommodations in Test Scheduling:

The time allowed to take a test in a single session may be extended to allow for rest periods to counter fatigue or to allow for the increased time required by altered testing procedures, but the total time allowed must not exceed twice the amount of time allocated to regular students.

Tests may be administered at a time of day when the student is expected to do his/her best work.

Accommodations in Test Directions:

For the writing examination only, words in the test topic(s) may be defined so students understand the **meaning of the topic**; however, **no instructions or suggestions may be given to the students on how to respond to the topic.**

Any questions that deal with **testing procedures** may be answered.

Mechanical and Non-Mechanical Aids:

- The use of bilingual dictionaries in the High School Proficiency Examinations is not allowed.
- The use of calculators is not allowed for the mathematics examination in the High School Proficiency Examination.

Nevada Proficiency Examination Program
Documentation for English Language Learners

Student Name:_____ **Date of Birth:**_____

School:_____

Accommodation(s) for the Nevada High School Proficiency Examinations:

The accommodations for the Nevada High School Proficiency Examinations which are listed below are intended to be quite specific and should not be broadly interpreted (e.g., provisions for specific furniture do no include computers, calculators, bilingual dictionaries, or other electronic aids.)

Accommodations in the Testing Setting:

_____ Individual administration
_____ Small group administration (other than regular classroom)
_____ Administration in a location other than the place regularly scheduled
_____ Use of a special test administrator, including the examinee's ESL/ELL teacher
_____ Provisions for special furniture such as a carrel

Accommodations in Test Scheduling:

_____ The time allowed to take the test(s) is extended (not to exceed twice the normal time)
  _____ reading test is extended to _____ minutes
  _____ mathematics test is extended to _____minutes
  _____ writing test is extended to _____minutes
_____ Tests administered at a time of day when the student is expected to do his/her best work

Accommodations in Test Directions:

_____ Words in test topic(s) defined so that student understands the **meaning of the topic** (writing test only)
_____ Questions that deal with **testing procedures** answered

Mechanical and Non-Mechanical Aids:

The use of bilingual dictionaries in the High School Proficiency Examinations is not allowed.

The use of calculators is not allowed for the mathematics examination in the High School Proficiency Examination.

Appendix E
HOLISTIC SCORING RUBRIC

NEVADA HIGH SCHOOL PROFICIENCY

EXAMINATION IN WRITING

SCORING GUIDE

WRITING ASSESSMENT

STUDENTS SHOULD BE REWARDED FOR WHAT THEY DO WELL IN RESPONSE TO THE TOPICS. All responses are to receive an appropriate score.

Readers should remember that papers were written within the constraints of a time limit (60 minutes for both topics) and without the use of a dictionary.

Papers that fall into the following categories **MUST** be given to the Table Leader:

- **THE PAPER IS CLEARLY OFF-TOPIC.**

  Off-topic papers are those whose content bears no resemblance to the assigned topic, not merely those in which the writer appears to have misunderstood the assignment.

- **THE PAPER CONTAINS OBSCENE OR EXTREMELY OBJECTIONAL MATERIAL**

- **THE PAPER IS BLANK.**

- **THE PAPER CONTAINS INSUFFICIENT WRITING FOR EVALUATION.**

- **THE PAPER IS WRITTEN IN A FOREIGN LANGUAGE.**

SCORE "SIX"

A six paper is superior. It does **ALL OR MOST** of the following:

- Focuses and develops ideas effectively, showing creativity and insight.
- Organizes ideas in a purposeful and logical manner, moving the reader smoothly through the text.
- Demonstrates involvement with the text and speaks directly to the reader in an individualistic, expressive, and engaging way.
- Uses sentence structure and word choice effectively with a sense of control.
- Commits few, if any, errors in grammar/usage and mechanics.

SCORE "FIVE"

A five paper is distinctly above average. It does **ALL OR MOST** of the following:

- Focuses and develops ideas well.
- Organizes ideas clearly and coherently.
- Communicates a sense of commitment to the topic.
- Uses sentence structure and word choice effectively.
- Commits few errors in grammar/usage and mechanics.

SCORE "FOUR"

A four paper is adequate. It exhibits **ALL OR MOST** of the following characteristics:

- Adequately focuses and develops ideas.
- Organizes ideas in a satisfactory manner.
- Suggests sincerity but only intermittently involves the reader.
- Generally uses sentence structure and word choice clearly, but occasionally displays some wordiness or ineffective diction; sentences may be predictable.
- Commits some errors in grammar/usage and mechanics.

SCORE "THREE"

A three paper is inadequate. It is clearly flawed in **SOME OR ALL** of the following ways:

- Focuses, but may not display mature or well-developed content; uses ideas everyone has heard or read before.
- Displays minimal organization; contains irrelevancies, digresses, rambles, or lacks logic.
- Lacks sincerity in the writer's attempt to involve the reader.
- Uses sentence structure and word choice that are somewhat limited, simplistic, mundane, or otherwise inappropriate.
- Contains flaws in grammar/usage and mechanics which do not impede meaning; indicates some consistent misunderstanding of the conventions.

SCORE "TWO"

A two paper is very weak. It reveals serious and persistent problems in communications. It compounds the weaknesses of the 3 paper in **SOME OR ALL** of the following ways:

- Lacks focus; may list items with little or no supporting detail.
- Contains serious flaws in organization and coherence.
- Fails in the writer's attempt to involve the reader.
- Uses sentence structure and word choice that are highly limited, simplistic, or otherwise inappropriate.
- Displays consistent violations in grammar/usage and mechanics which impede understanding.

SCORE "ONE"

A one paper is extremely weak. It has few redeeming qualities. It at least mentions the topic, but generally fails to communicate with the reader. It does **SOME OR ALL** of the following:

- Simply repeats the topic or fails to provide adequate development.
- Shows almost no organization or coherence.
- Does not involve the reader.
- Uses immature sentence structure and word choice.
- Overwhelms the reader with serious violations of grammar/usage and mechanics.

TM

ADMINISTRATION MANUAL

1999-2000 Nevada High School Proficiency Examinations in Mathematics, Reading and Writing

ADDENDUM

Nevada Department of Education

Mary L. Peterson
Superintendent of Public Instruction

Standards, Curricula & Assessments Team
(775) 687-9186 (775) 687-9129

PART 3

MATHEMATICS TEST INSTRUCTIONS

See that all students are quietly seated and have clear desks, except for their answer sheets, pencils, erasers, and scratch paper for the mathematics test.

Students should have already completed the demographic data sections on the first side of their answer sheets.

INSTRUCTIONS FOR PART 1:

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY: **If you finish Part 1 of the mathematics test early, it is all right to go back and check your work *in this part only*. DO NOT work on Part 2 of the test at this time. You should have enough time to complete each part of this test. If you complete Part 1, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have taken your test materials, you may read any materials you have brought with you, but do not talk or disturb others.**

I will now pass out the Mathematics Tests. Do not open your test booklet until you are told to do so.

Pass out the mathematics test booklets and then,

SAY: **Turn your answer sheet to Side 2 which has "Mathematics" at the top left edge of the page.** (Pause.)

SAY: **Now turn your test booklet over and silently read the directions printed on the back cover as I read them aloud.**

Read the directions on the back of the test booklet and allow students time to complete the sample exercise.

SAY: **The correct answer is E) 30. You should have darkened the bubble with the E in it. Are there any questions?** (Pause.)
After all questions have been answered, continue.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: **Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled** (Insert DISTRICT PLAN SCHEDULE) **We are now ready to begin Part I of the test.**

Fifteen minutes before the end of this testing period, I will tell you that you have 15 minutes to finish. Do not mark in your test booklet. Be sure to read all directions carefully. If you finish early, you may go back and check your work *in this part of the test only*. Be sure to mark your answers to the mathematics test in the mathematics section of the answer sheet. Are there any questions? (Pause.)

Answer any questions and then,

SAY: **Now open your test booklet to the page that says "Formula Sheet" at the top. Read the "Note to Student" at the top of this Formula Sheet. This note says that you may turn back to this Formula Sheet at any time during this testing session if you are unsure of the formula used to solve some of the problems.** (Pause, to give students time to view the formulas.)

SAY: **You may now begin.**

Record the starting time for this part of the test and post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to insure that students are working on *the correct part of the test* and that they are marking their answers in the correct portion of the answer sheet!

When 15 minutes of the testing period remain,

SAY: **You have 15 minutes to finish this test.**

When the testing period has ended,

SAY: **The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should:** (Insert DISTRICT PLAN)

If Part 2 of the Mathematics test is to be administered immediately following this testing session, allow the students *at least* a 5-10 minute monitored break before continuing on.

If Part 2 will be administered later, collect *all* answer sheets, test booklets, and scratch paper immediately.

If you have completed testing for the day, or if you are only giving one part of the test on this day, collect all materials, follow the edit procedures listed in Appendix B of this manual, and return all materials to the principal's office.

INSTRUCTIONS FOR PART 2

SAY: **During this period, you will be taking Part 2 of the mathematics examination.**

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY: **If you finish *this part* of the mathematics test early, it is all right to go back and check your work *in this part only*. DO NOT go back to Part 1. I will now pass out the Mathematics tests. Do not open your test booklet until you are told to do so. If you complete Part 2, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have taken your test materials, you may read any materials you have brought with you, but do not talk or disturb others.**

Pass out the mathematics test booklets and then,

SAY: **Turn your answer sheet to Side 2. In the mathematics section, find line 30 in the second column near the end of the column.** Hold up a sample answer sheet and point to mathematics line 30. (Pause.)

SAY: **The questions in Part 2 begin with item number 30. Now turn your test booklet over and again read the directions printed on the back cover silently as I read them aloud.**

Read the directions on the back of the test booklet. Do not repeat the reading of the sample exercise.

SAY: **Are there any questions?**

After all questions have been answered, continue.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: **We are now ready to begin Part 2 of the test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled** (Insert DISTRICT PLAN SCHEDULE)

Fifteen minutes before the end of this testing period, I will tell you that you have 15 minutes to finish. Do not mark in your test booklet. Be sure to read all directions carefully. If you finish early, you may go back and check your work *in this part of the test only*. Be sure to mark your answers to the mathematics test in the mathematics section of the answer sheet. Are there any questions? (Pause.)

Answer any questions and then,

SAY: **Now open your test booklet to the center, and find the page that says "Math, Form I, Part 2." Now, turn to the Formula Sheet at the front of the book. Read the "Note To Student" at the top of this Formula Sheet. This note says that you may turn back to this Formula Sheet at any time during this testing session if you are unsure of the formula used to solve some of the problems.** (Pause, to give students time to view the formulas.)

SAY: **You may now begin with problem 30.**

Record the starting time for this part of the test and post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to insure that students are working on *the correct part of the test* (Part 1 or Part 2) and that they are marking their answers in the correct portion of the answer sheet!

When 15 minutes of the testing period remain,

SAY: **You have 15 minutes to finish this test.**

When the testing period has ended,

SAY: **The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should:** (Insert DISTRICT PLAN)

Immediately following completion of the mathematics test, collect *all* answer sheets, test booklets, and scratch paper.

If you have completed testing for the day, follow the edit procedures listed in Appendix B of this manual and return all materials to the principal's office.

PART 4

READING TEST INSTRUCTIONS

See that all students are quietly seated and have clear desks, except for their answer sheets, pencils and erasers.

Students should have already completed the demographic data sections on the first side of their answer sheets.

INSTRUCTIONS FOR PART 1

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY: **If you finish Part 1 of the reading test early, it is permissible to go back and check your answers *in this part only*. DO NOT work on Part 2 of the test at this time. You should have plenty of time to complete each part of this test. If you complete Part 1, have checked over your work and would like to read, raise your hand and I will collect your test materials. After I have taken your test materials, you may read any materials you have brought with you, but do not talk or disturb others.**

I will now pass out the Reading Tests. Do not open your test booklet until you are told to do so.

Pass out the reading test booklets and then,

SAY: **Turn your answer sheet to Side 2, which has "Reading" printed to the left in the middle of the page.** (Pause.)

SAY: **Now turn your test booklet over and read the directions printed on the back cover silently as I read them aloud.**

Read the directions on the back of the test booklet and allow students time to complete the sample exercise.

SAY: **The correct answer is C. You should have darkened the bubble with the C in it. Are there any questions?** (Pause.)

After all questions have been answered, continue.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: **Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled** (Insert DISTRICT PLAN SCHEDULE). **We are now ready to begin Part 1 of the test.**

Fifteen minutes before the end of this testing period, I will tell you that you have 15 minutes to finish. Do not mark in your test booklet. Be sure to read all directions carefully. If you finish early, you may go back and check your work *in this part of the test only*. Be sure to mark your answers to the reading test in the reading section of the answer sheet. Are there any questions? (Pause.)

Answer any questions and then,

SAY **Now turn to the first page of test questions, page 1, and begin.**

Record the starting time for this part of the test and post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to insure that students are working on *the correct part of the test* and that they are marking their answers in the correct portion of the answer sheet!

When 15 minutes of the testing period remain,

SAY: **You have 15 minutes to finish this test.**

When the testing period has ended,

SAY: **The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should:** (Insert DISTRICT PLAN)

If Part 2 of the Reading test is to be taken immediately following this testing session, allow the students *at least* a 5-10 minute monitored break before continuing on.

If Part 2 will be administered later, collect *all* answer sheets, test booklets, and scratch paper immediately.

If you have completed testing for the day, or if you are only giving one part of the test on this day, collect all materials, follow the edit procedures listed in Appendix B of this manual, and return all materials to the principal's office.

INSTRUCTIONS FOR PART 2

SAY: **During this period, you will be taking Part 2 of the reading examination.**

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY: **If you finish *this part* of the reading test early, it is all right to go back and check your work *in this part only*; DO NOT go back to Part 1.**
I will now pass out the Reading tests. Do not open your test booklet until you are told to do so. If you complete Part 2, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have taken your test materials, you may read any materials you have brought with you, but do not talk or disturb others.

Pass out the reading test booklets and then,

SAY: **Turn your answer sheet to Side 2. In the reading section, find line 25 in the second column of the reading section, in the upper half of the page.** Hold up a sample answer sheet and point to reading line 25. (Pause.)

SAY: **The questions in Part 2 begin with item number 25. Now turn your test booklet over and again read the directions printed on the back cover silently as I read them aloud.**

Read the directions on the back of the test booklet. Do not repeat the reading of the sample exercise.

SAY: **Are there any questions?**

After all questions have been answered, continue.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: **We are now ready to begin Part 2 of the test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled** (Insert DISTRICT PLAN SCHEDULE)

Fifteen minutes before the end of this testing period, I will tell you that you have 15 minutes to finish. Do not mark in your test booklet. Be sure to read all directions carefully. If you finish early, you may go back and check your work *in this part of the test only*. Be sure to mark your answers to the reading test in the reading section of the answer sheet. Are there any questions? (Pause.)
Answer any questions and then,

SAY: **Now open your test booklet to the center, and find the page that says "Reading, Form I, Part 2." Turn this page and begin with problem 25.**

Record the starting time for this part of the test and post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to insure that students are working on *the correct part of the test* (Part 1 or Part 2) and that they are marking their answers in the correct portion of the answer sheet!

When 15 minutes of the testing period remain,

SAY: **You have 15 minutes to finish this test.**

When the testing period has ended,

SAY: **The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should:** (Insert DISTRICT PLAN)

Immediately following completion of the reading test, collect *all* answer sheets, test booklets, and scratch paper.

If you have completed testing for the day, follow the edit procedures listed in Appendix B of this manual, and return all materials to the principal's office.